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ABSTRACT

A study investigated the English-as-a-Foreign-Language (EFL) listening comprehension strategies used by university students in Taiwan. The subjects, 51 freshmen at National Yunlin University of Science and Technology with a low-intermediate level of English language skills, were administered a test of listening comprehension (questions appended) and a questionnaire (appended) concerning their patterns of use of 52 listening comprehension strategies. Results indicate that among the six categories of listening strategies, those characterized by compensation techniques were most often used by the students. Among all 52 strategies, "paying attention" and "translating" were the individual strategies most commonly used. In addition, effective listeners used significantly more strategies than ineffective listeners did in five of the six categories. Suggestions for classroom instruction in listening are offered. (Contains 31 references.) (MSE)

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A Study of EFL Listening Comprehension Strategies

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ABSTRACT

The purpose of the present study was to investigate the EFL listening comprehension strategies used by college students in Taiwan. Subjects were 51 students from the freshmen at National Yunlin University of Science & Technology. They first received a listening test with 20 multiple-choice questions, and then completed the questionnaire of listening comprehension strategies. Results indicated that among the six strategy categories 'compensation' was most often employed by subjects, 'cognitive' was the next, and that 'affective' was least often used. Besides, among the whole 52 strategies, 'paying attention' and 'translating' were the individual strategies of the highest frequent use. Moreover, effective listeners used significantly more strategies than ineffective listeners did in five of the six categories. Finally, the study proposed several suggestions for the instruction of EFL listening.

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INTRODUCTION

Listening has been regarded as the long-neglected language skill due to the oversimplified assumption that it is acquired automatically and learned once for all. Over the last two decades, however, there has been increasing emphasis on listening comprehension for second language (L2) pedagogy, reflected in several methodologies (e.g., Asher's Total Physical Response, Gattegno's Silent Way, Lozanov's Suggestopedia), numerous listening textbooks, audiotapes, videotapes, and CD-ROMs.

The term 'listening comprehension' used in the field of language pedagogy is matched in communicative and psycholinguistic research by such expressions as 'speech recognition', 'speech perception', 'speech understanding' and 'spoken language understanding'. Chastain (1971) defines listening comprehension as the ability to understand native speech at normal speed in unstructured situations. Morley (1972) defines it as including not only basic auditory discrimination and aural grammar, but also reauditorizing, extracting vital information, remembering it, and

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relating it, everything that involves processing or mediating between sound and construction of meaning. Neisser (1976) considers listening comprehension as a temporally extended activity in which the listener continuously develops anticipation for what will come next. According to Goss (1982) and Samuels (1984), listening comprehension is a process in which the listener constructs a meaning out of the information provided by the speaker.

Although these definitions are different to some extent, they basically consider listening comprehension as an activity in which listeners employ a variety of mental processes in an effort to comprehend information from oral texts. They focus on selected aspects of aural input, construct meaning from passage, and relate what they hear to existing knowledge. However, there is hardly a perfect match between input and knowledge; comprehension gaps often occur and special efforts to educe meaning are required, especially for second language learners. The mental processes that are activated by listeners to understand, learn, or to retain new information from utterances are referred to as listening comprehension strategies.

The purpose of the present study is to investigate the EFL listening comprehension strategies used by college freshmen in Taiwan. The major research questions explored in the study are : (1) What are the variations in the perceived use of the six categories of EFL listening comprehension strategies? (2) What are the variations in the perceived use of individual EFL listening comprehension strategy? (3) Are there differences in listening comprehension strategies between effective and ineffective EFL listeners?

LITERATURE REVIEW

Since 1980, there have been a number of studies involving the investigation of listening comprehension strategies used by FL/L2 learners. With regard to ESL listening, Conrad (1985) found that as L2 listeners increased in proficiency they relied more on contextual semantic cues than on syntactic or phnological cues. Murphy's study (1985) indicated that more proficient listeners tended to have an open and flexible use of strategies, while less proficient listeners most frequently had a dependence on the text and a consistent use of paraphrase. O'Malley et al. (1989) found that effective listeners used more self-monitoring, elaboration, and inferencing.

As for the study of EFL listening comprehension strategies, Rost & Ross (1991) used EFL students at three different colleges in Japan Results showed that beginning listeners had a persistent pattern of asking for repetition, rephrasing or simplification, whereas more advanced listeners asked questions using information already given in the story and used backchannel communication. Huang & Naerssen (1987) examined the learning strategies in oral communication used by EFL learners in China. They found that functional practice was the strategy that distinguished successful Chinese EFL learners from less successful ones, and successful learners more often employed a strategy of a willingness to take risks.

The following four studies which all looked at Chinese students in Taiwan are directly related to the present study. First, Chang et al. (1995) found that more subjects used top-down approach than bottom-up approach in EFL listening comprehension. There is no striking difference in learner strategies between listening in a classroom situation and in a natural situation. Good listeners and poor listeners are similar in terms of listening strategies. Next, Katchen (1996) asked subjects to summarize their weakly self-selected listening activities and comment on their listening skills. Results indicated that students made exciting discoveries about their own listening strategies and more easily observed various listening comprehension factors. Then, Lee's study (1997) showed that the four EFL listening comprehension strategies most often used by subjects included asking speakers for repetition or paraphrasing, trying to understand each word, self-questioning for comprehension, and checking comprehension. Finally, Chen (1997), by using think-aloud procedures, identified five effective strategic patterns employed by EFL listeners. They included text oriented, learner oriented, exploring and testifying, wait and see, and word hooking.

There are also a few studies examining the listening comprehension strategies on foreign languages other than English. For example, Laviosa (1991) looked at Italian, DeFillipis (1980) and Vandergrift (1992) studied French, and Bacon (1992) and Vogely (1995) investigated Spanish. These studies can also provide useful information for the present study.

METHOD

Subjects

Subjects in the present study were 51 students from the freshmen at National Yunlin University of Science and Technology in Taiwan. Having learned English as a foreign language for about six years in school, they have approximately a low-intermediate level of EFL.

Instruments

Two instruments were used to collect the data for the current study: (1) a test of listening comprehension; and (2) a questionnaire of listening comprehension strategies. The listening test consisted of an interview which was approximately three minutes long and 20 multiple choice questions (see Appendix 1). The test results were adopted to designate effective and ineffective listeners among the subjects; besides, it provided the warm-up for activating subjects to reflect on their listening comprehension strategies. The main instrument was the strategy questionnaire which included 52 Likert-scaled items of six categories (see Appendix 2). It was mainly adapted from the listening strategy model proposed by Oxford (1990). The questionnaire was translated into Chinese to facilitate the valid elicitation of answers from subjects.

Procedures

The current study was conducted in group testing during the class time of 'English Listening & Speaking Practice'. Before the experiment began, subjects were told in detail what they were required to do in the study. They first listened to the audiotape twice, and then answered the multiple-choice questions. Then, they finished the questionnaire of listening comprehension strategies.

Data Analysis

For the scoring of listening test, one point was given for answering each question correctly; so , the total scores were 20 points. Subjects scores were then sorted in a descending order. Those subjects whose scores ranked above 76% (N=18) and below 33 % (N=17) were designated as effective and ineffective listeners respectively.

As for the strategy questionnaire, the scale range for each question was 1-5. Frequency counting, t-test and chi-square test were conducted to analyze the questionnaire scales. Chi-square tests were used to check individual questionnaire item for significant variation. This test, by comparing the actual frequencies given by subjects, was closer to the raw data than comparisons based on average responses for each item.

RESULTS

Analysis of Subjects' Perceived Use of EFL Listening Comprehension Strategies

The main intent of the present study is to systematically investigate the EFL listening comprehension employed strategies used by college students in Taiwan. Based on the frequency counting of each item, the results of the listening strategy questionnaire completed by subjects are described below. First , Table 1 shows the descriptive statistics of the six strategy categories used by subjects. Among the six strategy categories, 'compensation' has the highest average frequency. Then, following the order are 'cognitive', 'metacognitive', 'memory', and 'social', 'Affective' has the lowest average frequency.

Table 1. Descriptive Statistics for Listening Comprehension Strategy Categories

Strategy Category	N	Mean	SD	Rank
Memory	51	2.96	0.48	4
Cognitive	51	3.15	0.56	2
Compensation	51	3.48	0.86	1
Metacognitive	51	3.00	0.54	3
Affective	51	2.43	0.66	6
Social	51	2.62	0.56	5

Next, the following six tables show the results of chi-square test on individual item within six strategy categories. Table 2 indicates that among the 10 strategies in the 'memory' category, 'semantic mapping' is the strategy of frequent use (statistically significant at the scales of 'usually' / 'always'); 'grouping' and 'structured reviewing' are of moderate use (significant at the scale of 'sometimes'); 'using physical response or sensation' and 'using mechanical techniques' are of infrequent use (significant at the scales of 'seldom' / 'never').

Table 2. Chi-square Test for Individual Memory Strategy

Memory Strategy	I (%)	M (%)	F (%)	X^2
Grouping	31	51	18	8.59*
Associating/Elaborating	20	41	39	4.35
Placing new words into a context	45	35	20	5.06
Using imagery	41	39	20	4.35
Semantic mapping	8	41	51	15.65**
Using keywords	22	31	47	5.06
Representing sounds in memory	22	37	41	3.29
Structured reviewing	35	49	16	8.59*
Using physical response or sensation	53	30	18	9.88**
Using mechanical techniques	53	27	20	9.29**

I: Infrequent ('Never'(1)/'Seldom'(2)) * p<0.05

M: Moderate ('Sometimes'(3)) ** p<0.01

F: Frequent ('Usually'(4)/'Always'(5))

Table 3. Chi-square Test for Individual Cognitive Strategy

Cognitive Strategy	I (%)	M (%)	F (%)	X^2
Repeating	10	39	51	13.77**
Formally practicing with sounds and writing systems	12	37	51	12.12**
Recognizing and using formulas and patterns	37	45	18	6.12*
Practicing naturalistically	30	45	25	3.29
Getting the idea quickly	18	51	31	8.59*
Using resources for receiving and sending messages	30	27	43	2.24
Reasoning deductively	31	35	33	0.12
Analyzing expressions	30	43	27	2.24
Analyzing contrastively across languages	49	35	16	8.59*
Translating	12	27	61	19.18**
Transferring	8	35	57	18.47**
Taking notes	51	43	6	17.77**
Summarizing	31	41	27	1.53
Highlighting	22	39	39	3.18

Table 3 shows that among the 14 strategies in the 'cognitive' category, 'repeating', 'formally practicing with sounds and writing systems', 'translating' and 'transferring' are strategies of frequent use. 'Recognizing' and 'getting the idea

quickly' are of moderate use. 'Analyzing contrastively' and 'taking notes' are of infrequent use.

Table 4 shows that the two strategies in the 'compensation' category are both of frequent use.

Table 4. Chi-square Test for Individual Compensation Strategy

Compensation Strategy	I (%)	M (%)	F (%)	X^2
Using linguistic clues	24	24	53	8.82*
Using other clues	14	30	57	14.59**

Table 5 indicates that among the 11 strategies in the 'metacognitive' category, 'paying attention', 'delaying speech production to focus on listening', and 'finding out about language learning' are strategies of frequent use. 'Overviewing and linking with already known material' and ' identifying the purpose of a language task' are of moderate use. 'Organizing' and 'setting goals and objectives' are of infrequent use.

Table 5. Chi-square Test for Individual Metacognitive Strategy

Metacognitive Strategy	I (%)	M (%)	F (%)	X^2
Overviewing and linking with already known material	33	49	18	7.53*
Paying attention	10	30	61	20.24**
Delaying speech production to focus on listening	12	31	57	15.65**
Finding out about language learning	12	39	49	11.41**
Organizing	49	45	6	17.41**
Setting goals and objectives	49	37	14	9.88**
Identifying the purpose of a language task	27	53	20	9.29**
Planning for a language task	63	31	6	24.82**
Seeking practice opportunities	37	31	31	0.35
Self-monitoring	22	39	39	3.18
Self-evaluating	39	43	18	5.77

Table 6 shows that among the 10 strategies in the 'affective' category, 'taking risks wisely' is the strategy of infrequent use. Most other strategies are of in frequent use, including 'using progressive relaxation, deep breathing, or meditation',

'using music', 'using laughter', 'rewarding yourself', 'listening to your body', 'using a checklist', and 'writing a language learning diary'.

Table 6. Chi-square Test for Individual Affective Strategy

Affective Strategy	I (%)	M (%)	F (%)	X^2
Using progressive relaxation, deep breathing, or meditation	57	27	16	13.77*
Using music	82	16	2	56.57**
Using laughter	75	22	4	41.29**
Making positive statements	37	31	31	0.35
Taking risks widely	16	29	55	12.11*
Rewarding yourself	73	18	10	35.77**
Listening to your body	57	27	16	13.77*
Using a checklist	76	14	10	42.82**
Writing a language learning diary	92	4	4	79.41**
Discussing your feeling with someone else	37	43	20	4.59

Table 7 indicates that among the five strategies in the 'social' category, 'asking for clarification and verification' is the strategy of moderate use. 'Cooperating with peers', 'cooperating with proficient users', and 'developing cultural understanding' and of infrequent use.

Table 7. Chi-square Test for Individual Social Strategy

Social Strategy	I(%)	M(%)	F(%)	X^2
Asking for clarification and verification	12	45	43	10.71**
Cooperating with peers	55	29	16	12.12*
Cooperating with proficient users	84	14	2	60.71**
Developing cultural understanding	63	27	10	22.24**
Becoming aware of others' thoughts and feelings	27	43	29	2.24

Moreover, based on the percentage of frequent use ('usually'(4)/ 'always'(5)), 10 strategies are listed as the listening comprehension strategies most often used by EFL learners. Table 8 shows that 'paying attention' and 'translating' are the

strategies of the highest frequent use, and next are 'transferring', 'delaying speech production to focus on listening', and 'using other clues'.

Table 8. Ten Listening Strategies Most Often Used by Subjects

Listening Strategy	Rank	Category	F(%)
Paying attention	1	Metacognitive	61
Translating	1	Cognitive	61
Transferring	3	Cognitive	57
Delaying speech production to focus on listening	3	Metacognitive	57
Using other clues	3	Compensation	57
Taking risks wisely	6	Affective	55
Using linguistic clues	7	Compensation	53
Semantic mapping	8	Memory	51
Repeating	8	Cognitive	51
Formally practicing with sounds and writing systems	8	Cognitive	51

Finally, according to the percentage of infrequent use ('seldom'(2)/ 'never'(1)), Table 9 lists the 10 listening comprehension strategies least often used by EFL learners. Results show that 'writing a language diary' is the strategy of the highest infrequent use, and next is 'cooperating with proficient users', followed by 'using music'.

Table 9. Ten Listening Strategies Least Often Used by Subjects

Listening Strategy	Rank	Category	I(%)
Writing a language learning diary	52	Affective	92
Cooperating with proficient users	51	Social	84
Using music	50	Affective	82
Using a checklist	49	Affective	76
Using laughter	48	Affective	75
Rewarding yourself	47	Affective	73
Planning for a language task	46	Metacognitive	63
Developing cultural understanding	46	Social	63
Using progressive relaxation, deep breathing, or meditation	44	Affective	57
Listening to your body	44	Affective	57

Difference in Perceived Strategy Use between Effective and Ineffective Listeners

One of the purposes of the current study is to examine the differences between effective and ineffective listeners in the perceived use of EFL listening comprehension strategies. First, Table 10 shows the descriptive statistics for the six strategy categories employed by effective and ineffective subjects. Results indicate that effective listeners use 'compensation' strategies most often and use 'affective' strategies least often. On the other hand, ineffective listeners use 'cognitive' strategies must often and use 'social' strategies least often. Besides, the average frequencies of strategy categories used by effective listeners are significantly higher than those by ineffective listeners in five of the six categories, i.e., 'memory', 'cognitive', compensation', 'metacognitive', and 'social'.

Table 10. T-test for Strategy Categories by Effective and Ineffective Listeners

Strategy Category	Effective(N=18)		Ineffective(N=17)		t
	M	SD	M	SD	
Memory	3.21	0.44	2.58	0.58	3.68**
Cognitive	3.31	0.64	2.89	0.45	2.25*
Compensation	3.94	0.98	2.76	1.09	3.36**
Metacognitive	3.25	0.60	2.73	0.36	3.05**
Affective	2.47	0.57	2.33	0.70	0.67
Social	2.82	0.59	2.33	0.39	3.53**

* p<0.05 ** p<0.01

Table 11. Chi-square Test for Difference in Individual Strategy between Effective and Ineffective Listeners

Listening Strategy	Effective(N=18)			Ineffective(N=17)			X^2
	I (%)	M (%)	F (%)	I (%)	M (%)	F (%)	
Summarizing	22	39	39	53	47	0	8.97**
Highlighting	17	28	56	41	47	1247	7.60*
Seeking practice opportunities	22	28	50	53	35	12	6.45*

* p<0.05 ** p<0.01

Moreover, Chi-square test was conducted to analyze the differences in individual strategy use between effective and ineffective listeners. Table 11 demonstrated the three individual listening comprehension strategies, i. e. summarizing, highlighting, seeking practice opportunities, with which effective listeners had significantly more frequent use than ineffective listeners did.

Finally, Table 12 listed the 12 listening comprehension strategies most often used by effective EFL listeners. Results showed that 'translating' and 'delaying speech production to focus on listening' were the strategies of the highest frequent use by effective listeners, and next were 'formally practicing with sounds and writing systems', 'transferring', 'paying attention', and 'taking risks wisely'.

Table 12. Listening Strategies Most Often Used by Effective Listeners

Listening Strategy	Rank	Category	F (%)
Translating	1	Cognitive	72
Delaying speech production to focus on listening	1	Metacogintive	72
Formally practicing with sounds and writing systems	3	Cognitive	61
Transferring	3	Cognitive	61
Paying attention	3	Metacogintive	61
Taking risks wisely	3	Affective	61
Using keywords	7	Memory	56
Repeating	7	Cognitive	56
Highlighting	7	Cognitive	56
Using linguistic clues	7	Compensation	56
Using other clues	7	Compensation	56
Finding out about language learning	7	Metacogintive	56

DISCUSSION

In the current study, results indicate that 'cognitive' and 'metacognitive' have the second and third highest average frequency among the six listening strategy categories. The results support Vandergrift's (1992) which revealed that FL learners mainly depended on cognitive and metacognitive strategies to comprehend oral message. On

the other hand, the findings are not consistent with Lee's(1997) which suggested that Taiwanese college students used the social/affective category most often, followed by metacogni... ...d the cognitive category least often. Such inconsistency may be accounted for by two reasons. First, the subjects in Lee's study (1997) are English majors, while those in the present study are not. Second, the questionnaires adopted in the ... ...

Besides, the present study proposes that subjects seldom use 'affective' strategies for EFL listening comprehension. This finding is closely related to the study environment in Taiwan and students' learning style. In Taiwan, English learning is commonly regarded as a difficult and painful task because of the heavy pressure of joint entrance exams. Therefore, Taiwanese college students are not used to employ affective strategies for making EFL listening an enjoyable learning activity. As a result, such affective strategies as 'using music', 'using laughter', 'rewarding yourself' are listed among the strategies least often used by subjects. Moreover, Taiwanese students' learning style tends to be passive and unreflecting. Thus, the affective strategies 'writing a language learning diary', 'using a checklist' and the metacognitive strategy 'planning for a language task' also rank quite high for the infrequent use of strategies.

The current study suggests that subjects often use their native language, i.e. Chinese, to assist EFL listening comprehension. For example, the individual strategy 'translating' is most often used among the 52 strategies. Another strategy related to the use of Chinese, i.e. 'using linguistic clues', also has high frequent use. This finding seems to prove the existence of language transfer in the learning process of EFL listening comprehension. Subjects tend to apply their linguistic knowledge of Chinese for comprehending English message.

For the past decade, several listening studies (e.g. Markham & Latham, 1987; Long, 1990; Teng, 1993) have suggested that FL listeners would apply their prior or background knowledge to expect the incoming text during the listening comprehension process. The result of the present study is consistent with that of the previous research. In the study, the listening strategy related to schema theory, i.e. 'transferring', ranks 3rd among the 52 strategies. Thus, the current study suggests that

Taiwanese college students employ their pre-existing knowledge on text content for EFL listening comprehension.

Furthermore, the study found that effective listeners got significantly higher average frequency in five of the six listening strategy categories than ineffective listeners did. This finding implies that the difference in listening proficiency between effective and ineffective listeners seems to be related to the quantities of listening strategies they employed. Each use of listening strategy is not necessarily successful or efficient, but it represents the listener's ability of actively solving problems. Such learning attitudes of 'learning by doing' plus 'trial and error' are the necessary qualities that a successful FL learner should have. In their study of investigating Chinese EFL learners' learning strategies of oral communication, Huang & Naerssen (1987) also found that distinguished successful learners were more willing to take risks for employing strategies than less successful learners were.

In the present study, effective listeners also had significantly higher frequent use on the strategy of 'seeking practice opportunities'. This result corroborates Huang & Naerssen's(1987) finding which shows that successful listeners used more strategies of functional practice, including activities which mainly focused on using language for communication, such as speaking with other students and native speakers, attending lectures, watching films and TV programs, and thinking or talking to oneself in English.

Finally, the current study reveals that effective listeners had significantly higher frequency of frequent use on the strategy of 'summarizing'. This finding confirms Murphy's(1985) which indicates that more proficient listeners drew conclusions more often than less proficient listeners. Besides, effective listeners had significantly more frequent use on the strategy of 'highlighting'. The result suggests that effective listeners tend to pay more attention to important message in the text than ineffective listeners did.

CONCLUSIONS

Based on the findings of the present study, several strategies on teaching EFL listening comprehension are proposed as follows. First, results indicate that 'taking notes' is the strategy least often used by subjects in the 'cognitive' category. However,

several studies have confirmed the facilitating effect of taking notes on EFL listening comprehension (e.g. Chaudron et al., 1988; Dunkel et al., 1989; Teng, 1994). Moreover, Taiwanese college students will often have chances of listening to lectures given in English. Thus, it seems necessary to include the instruction of note-taking skills in the curriculum of the freshman course 'English Listening Practice'.

Next, EFL listening instruction can have students placed in the English-speaking environment as often as possible. Results show that EFL learners seldom employ the strategies of 'cooperating with proficient users of the new language' and 'developing cultural understanding' which rank 51st and 46th among 52 strategies respectively. To get the chances of contacting English cultures and talking English to native speakers is also quite difficult in the context of learning English as a foreign language in Taiwan. Therefore, the colleges can arrange study tours or exchange programs for students to learn English in colleges in English speaking countries. Such programs should be encouraged and promoted as long as students have enough financial support form their family and the foreign host schools can provide good learning environment.

Besides, in the present study, the strategy of 'delaying speech production to focus on listening' ranks first for frequent use by effective listeners, and 3rd by all subjects. Some previous research (e.g. Asler, 1969; Postovsky, 1974; Gary, 1975) also proved the advantage of postponed speaking practice for FL listening comprehension. Thus, EFL listening instruction, especially for beginners, may focus on listening practice first, and gradually incorporate speaking practice based on students' learning progress.

Moreover, the study indicates that EFL learners have the lowest average frequency for the 'affective' category among the six listening categories. Therefore, EFL listening instruction should consist of teaching activities which increase students' employment of affective strategies indicated below and thus facilitate their interests and pleasures on learning EFL listening. For example, Suggestopedia can make students 'to use progressive relaxation, deep breathing , or meditation'. Jazz Chant can get them to 'use music'. Multimedia materials can have students 'use laughter' through visuals and 'reward themselves' by computerized positive feedback.

Furthermore, the study found that EFL learners seldom used the strategies of 'writing a language diary', 'using a checklist', and 'planing for a language task' which

ranked 52nd, 49th, and 46th for infrequent us respectively among the 52 strategies. So, EFL listening instruction should involve students with the employment of self-monitoring, self-reflecting, and self-evaluating. By requiring Taiwanese college subjects to keep listening journals for one semester, Katchen (1996) found the students had more awareness on EFL listening comprehension.

Finally, the most important thing is to incorporate strategy teaching in EFL listening instruction. The present study suggests that effective listeners employed significantly more listening comprehension strategies than ineffective listeners did. Several studies (e.g. O'Malley, 1987; Thompson, 1996) also found that systematic instruction in strategy use resulted in the improvement of FL listening comprehension. Consequently, the students should be not only exposed to EFL listening but also taught how to listen.

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Appendix 1

Questions for Listening Test

1. This interview about James Dean was adapted from _____.
   (a)TV program (b)radio program (c)newspaper article
2. James Dean was born in _____.
   (a)1931 (b)1932 (c)1933
3. He was born in _____.
   (a)California (b)Indiana (c)Iowa
4. His father was a _____.
   (a)teacher (b)dentist (c)dental technician
5. His family moved to Los Angeles when he was _____.
   (a)four (b)five (c)six
6. His _____ died soon after they moved to Los Angeles.
   (a)father (b)mother (c)sister
7. He graduated from high school in _____.
   (a)California (b)Indiana (c)Iowa
8. He began his acting career in _____.
   (a)California (b)Indiana (c)Iowa
9. He began acting in _____

(a)commercial (b)film (c)theater

10. He went to New York City in _____
(a)1951 (b)1952 (c)1953

11. He started to make big movies in _____.
(a)1952 (b)1953 (c)1954

12. His first big movie was _____.
(a)East of Eden (b)Giant (c)Rebel Without a Cause

13. His best known movie was _____
(a)East of Eden (b)Giant (c)Rebel Without a Cause

14. He played _____ great movies.
(a)three (b)four (c)five

15. The American young people in _____ could really identify with James Dean.
(a)1940s (b)1950s (c)1960s

16. James Dean was a symbol for American _____.
(a)youth (b)dream (c)courage

17. He was popular mainly because _____.
(a)he was brave (b)he was handsome (c)young people understood his feelings

18. He died in _____.
(a)1955 (b)1956 (c)1957

19. He died because of _____.
(a)suicide (b)car accident (c)airplane accident

20 James Dean was a great _____
(a)singer (b)dancer (c)actor

Appendix 2

Questionnaire of Listening Comprehension Strategies

1	Never
2	Seldom
3	Sometimes
4	Usually
5	Always

Part A

1. Grouping
2. Associating/Elaborating
3. Placing new words into a context
4. Using imagery
5. Semantic mapping
6. Using keywords
7. Representing sounds in memory
8. Structured reviewing
9. Using physical response or sensation
10. Using mechanical techniques

Part B

11. Repeating
12. Formally practicing with sounds and writing systems
13. Recognizing and using formulas and patterns
14. Practicing naturalistically
15. Getting the idea quickly
16. Using resources for receiving and sending messages
17. Reasoning deductively
18. Analyzing expressions
19. Analyzing contrastively (across languages)
20. Translating
21. Transferring
22. Taking notes
23. Summarizing
24. Highlighting

Part C

25. Using linguistic clues
26. Using other clues

Part D

27. Overviewing and linking with already known material
28. Paying attention
29. Delaying speech production to focus
30. on listening
31. Finding out about language learning Organizing
32. Setting goals and objectives
33. Identifying the purpose of a language task
34. Planning for a language task
35. Seeking practice opportunities
36. Self-monitoring
37. Self-evaluating

Part E

38. Using progressive relaxation, deep breathing, or meditation
39. Using music
40. Using laughter
41. Making positive statements
42. Taking risks wisely
43. Rewarding yourself
44. Listening to your body
45. Using a checklist
46. Writing a language learning diary
47. Discussing your feelings with someone else

Part F

48. Asking for clarification and verification
49. Cooperating with peers
50. Cooperating with proficient users of the new language
51. Developing cultural understanding
52. Becoming aware of others' thoughts and feelings